







New Printing House Square, London WC1X 8EZ. Telephone 01-837 1234

## Heading for trouble

Elsewhere in this issue Chris Searle replies to some of the letters and comments which have followed the article by him which appeared in *The Times Educational Supplement* on October 10, and to the review of his collection of children's writing, *Classroom Assistance*, by Geoffrey Summerfield.

Mr Searle is a lively and combative exponent of an approach to education which bears a close resemblance to that of Paulo Freire, the Brazilian philosopher and adult educator, who argues that the key to learning is to be found in giving the learner insight into the social, economic and political realities which dominate his existence. It is Marxist in its assumption that the ownership of the means of production, distribution and exchange determine the consciousness of children in school and their families. Hence opening their eyes to a Marxist analysis of the distribution of power within society, is the first step on the road to learning.

The motive force for education, according to this view, is found in the desire to change the society by radical criticism and action: this is the guiding light which can generate an effective desire to learn in children who otherwise are likely to feel helpless and impotent, just as religious conversion and evangelical enthusiasm provided the spur which enabled Hannah More to teach middle-aged Mendip miners to read in the early nineteenth century. It is an important liberal commonplace that nobody, certainly not teachers, should be penalized for their opinions, and that a teacher's political (or religious) beliefs only become a matter of legitimate concern to his employers, and the community at large, when they result in overt acts which are inconsistent with professional responsibility. But this fundamental leaves open the question of what is, or is not, acceptable professional behaviour, and this now seems to be a matter of increasing doubt.

Not many teachers are likely to be so confused as the gentleman who claimed to have been unfairly dismissed for sleeping with a 16-year-old pupil, but when it comes to political matters the situation is a great deal more uncertain. To the difficulty of defining political indoctrination—of distinguishing between my ideology (acceptable) and your ideology (sedition)—is added the more serious question of what is the proper role of a teacher in the classroom, that, far from being unprofessional, his brand of political indoctrination is no more than an assertion

of the truth that, as he puts it, "Education is only valid if it plays its part in supporting the total liberation of mankind and not the interests of the ruling few".

Mr Searle has, wittingly or unwittingly, done the educational world a favour by forcing to the surface an issue which has been hard to grip with. Perhaps he is one of nature's born martyrs and craves another set to with notoriety. By publishing his book he has shown evidence of what he has been doing, by presenting a collection of verse and prose written by his pupils which obligingly plays back to him his own political responses.

The very explicitness with which he sets out his working approach must force an explicit response from the public who pay his salary. Hence opening their eyes to the role of education in the distribution of power within society, is the first step on the road to learning.

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## Landmark without cash

The Children Act, passed this week as the second day of asking, is a landmark in social policy. Most people will give a warm welcome to the Act, but behind the scenes the children in care need greater security; the separate representation of children in care and supervision proceedings is eminently desirable, and it has long been clear that local authorities should set up their own adoption services.

But legislation concerning parents and children is not a simple matter. It is a matter of the balance of power between the state and the family, and the balance of power between the state and the family is a matter of the balance of power between the state and the family.

The price paid for preventing parents suddenly or unsuitably removing their child from care is inevitably the progressive diminution of their rights. The Act is right to recognize a principle already used in deciding custody after a divorce: that the child's interests must be the first consideration.

A more practical objection to the time limits is that likely effect on these natural parents who are already least able to care for their

children. If 60 per cent of children in long-term care are the children of single-parent families it is arguable we should take positive steps such as granting these families the floor of the state's maintenance allowance before we encourage more coercive legislation.

This may be more logical, but it is also a more expensive solution to the difficulties of child care. The financial implications of the Act are not small.

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## Letters to the Editor

### Lessons to be learned from Scandinavia

Sir,—In the current debate for and against a common curriculum the curricular system of Scandinavian countries and its main features deserve some attention.

Their education Acts and/or regulations specify not only the obligatory subjects to be taught in every compulsory school, but name the optional ones. The new Danish *folkeskole* law, passed in June, for instance, lists together well over a score of them.

The national curricula more or less enjoy the authority of statutory instruments. Built on the proposals of government-appointed expert committees, in which the teaching profession has a strong representation, and then scrutinized by teachers, parents and pupils' organizations, and other interested parties, including the labour market federations, they eventually reached the respective parliaments for the final blessing.

The curriculum for the Swedish compulsory school (*Läroplan för grundskolan*, Lgr 69) for example, introduced in 1970/71, its Norwegian counterpart (*Monstereplan for grunnskolen* or M74) appeared last year. In Finland, where the nine-year *peruskoulu* reform may be temporarily stopped next year in order to save between £7m and £8m, a gradual use of the new curriculum began in 1972/73. Denmark has so far managed to publish only proposals in 35 booklets, nearly 1,000 pages in all.

Although the Scandinavian curricula must be applied in all schools, public or private, they are not intended to force rigid rules on the school boards and staff, nor do they constitute any longer the obligatory minimum that the pupils have to master.

On the contrary, they have moved away from formal teaching schedules and allow considerable use of local conditions, initiative and resources, especially in optional subjects for older pupils.

The Lgr 69 sets the framework for the activities of the compulsory school, and the content of its teaching. It declares the Swedish curriculum "to be a directing-giving framework". It is a blueprint, not a set of rules, and it is intended to be revised and adapted to local conditions.

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the trend for a freer hand to local school boards, and individual schools may become more marked after decentralization and democratization. This is gathering momentum in every Scandinavian country and aims in broadening the say of communities, teachers, parents and even pupils in schooling.

Thus, the Swedish Royal Commission (SSK), investigating the relationship between the state, schools and local government units is also considering the replacement of fixed timetables by a skeleton one or timetable. This would allow more flexibility at local level. Corresponding investigations are on the way in Norway or on the drawing board in the rest of Scandinavia.

If the prevailing wind is for greater autonomy anyway, why bother about a common basic curriculum? Is not the British system in better solution? Most Scandinavians disagree and produce convincing arguments in defence of their model.

One is that their national curriculum is not exclusively confined to subjects and weekly timetables. Much attention is devoted to teaching methods, differentiation (sorting) of pupils, classroom aids, extra tuition, assessment of children's progress and other aspects.

For these reasons I regard them as a kind of official handbook, bursting with useful advice and guidelines for teachers.

Another is that a common curriculum would ensure a more uniform standard between schools and thus ensure a transfer of pupils. In Britain, where individual syllabuses are widely favoured, such a change can be rather painful.

To expand this uniformity across national frontiers, Scandinavian experts have been working on the harmonization of mathematics and English language teaching in the five countries, and the subject subjects may be similarly treated.

A third point is that in spite of local autonomy, built into the curriculum frame, individual schools cannot change timetables or introduce new subjects unscheduled by the authorities without their faculty. This would undermine the system's central direction in the teaching and pattern of learning becomes imperative.

William Tyndale's mess may be with us for ever.

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mother tongue, mathematics, languages and religious studies, schools must stick closely to the syllabuses, often laid down by the state, and upper secondary and university entrance examinations are based on these.

Finally, with national curricula would be easier for publishing and for schools to use. As regards the reverse side of the coin, our Scandinavian colleagues admit there would be some weak schools. No one can claim they would all disappear.

Despite continuous efforts to improve quality of teachers and pupils' performance by pointing in some research (in Sweden, Swedish, English, Danish, Norwegian, Finnish, etc.) to the need for a more uniform curriculum, the NUT's recommendation and the NUT's recommendation have followed a similar path.

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## CEE battle rages over high flyers

See Cameron

Eric Briault, the man who pushed the new Certificate of Education examination, has been in the battle over a controversial report on its future.

The report, from the Schools Council, was officially released last week and calls for high-achieving pupils to be based on a new examination. The Schools Council has decided the new examination should be designed for pupils of high ability and those with some special interests.

The decision, reported in the TES last week, overrules a similar ruling by the Schools Council in 1972. The CEE should be a more significant different in design scope and length of course.

The subcommittee want the CEE established "as soon as possible, without waiting for the results of the council's investigations into a new examining structure at 18-plus."

Among their other recommendations are:

● A one-year CEE course with each student spending roughly one fifth of his time on each main exam subject.

● The CEE to be taken late in the academic year so the course is not over in practice to two terms.

● A decision on A/O level exams is to be taken at the same time as decisions on 18-plus exam reform.

● No official limit on entry for the CEE either by age or ability.

● A four-point grading scheme and an unclassified category.

● CEE grade two to represent the same standard as the old O level pass or a CSE grade one.

● All modes of examining to be available to schools controlling the CEE to have a teacher majority.

The subcommittee say their main reason for limiting the CEE target group is to give a chance to sixth formers, those who want to stay on for one year and who are not capable of passing A level.

They also mention the danger of a "possible conflict between CEE and the proposed N level examination."

If the present A level system were ultimately to be replaced by a new structure of 18-plus examinations, the joint subcommittee are satisfied that the case for the establishment of a CEE examination adhering to the recommendations put forward in this report would still be just as strong.

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Dr Eric Briault

Commenting generally on the report, Dr Briault criticized the role envisaged for the CEE board. He was particularly concerned about their being allowed to continue offering A/O level examinations.

"It will be very worrying if the CEE boards start to push A/O level examinations," he said. "Considerable time and effort would be wasted if the schools if they had to offer both A/Os and CEE. But I suppose it would have been too much to expect the subcommittee to grasp the whole picture."

All the CEE boards want to offer the CEE, Dr Briault was sceptical about how they would react to the report's recommendation that the CEE should be teacher-controlled.

"I doubt if some of the CEE boards would want to accept that at all, especially as what the report means, although they don't spell it out, is that exams will be controlled by people from the inside, such as the NUT. I see nothing wrong with this system. It has always worked very well for the A/O boards, although I accept it presents a problem for the Schools Council level."

There are fewer "new" sixth formers in the north than in the south. The northern CEE boards have been most vociferous in demanding that CEE should be designed for A level students as well as those who have carried out the largest CEE pilot schemes.

Dr Briault explained this controversy by saying the northern boards had tried to provide for their sixth form market realistic, but the southern boards had been more enthusiastic about the CEE and he thought it understandable that CEE boards would have been kept out of sixth form exams until now should be eager to break into the market.

## L.e.a.s falling behind say civil servants

Civil servants are worried about the discrepancy between government policies and local government achievement. Sir William Philp, Permanent Secretary at the Department of Education, told a House of Commons committee this week.

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## ILEA drop threat to prosecute the seven strikers

After the inquiry into events at William Tyndale Junior School reopened on Monday, the Inner London Education Authority announced that it would not be prosecuting the seven teachers who went on strike at the school earlier this term. The authority had earlier warned the seven that they were liable to be prosecuted under Section 77 of the 1944 Education Act for obstructing an inspection at the school.

The inquiry also heard that the ILEA's school subcommittee rejected the request of the school's managers not to proceed with the formal complaint laid against the staff by the managing body after the strike began. The complaint could have led to disciplinary proceedings against the staff independent of the present inquiry.

The possibility of disciplinary proceedings and prosecution had threatened to disrupt the inquiry at one point. The ILEA were reluctant to release evidence to the inquiry that might prejudice later hearings, and the teachers' union complained that its clients were in "double jeopardy".

Announcing the ILEA's decision at the end of Monday's proceedings, Mr Edward Davidson, counsel for the authority, said: "The schools subcommittee reserve the right to take any action which seems appropriate in the light of the findings of this inquiry."

Mr Robin Auld QC, the lawyer conducting the inquiry, had earlier said the ILEA should not prosecute the teachers. He described the managers' action in withdrawing their complaint as "sensible and constructive".

When the inquiry resumed this week after an 11-day adjournment, there were several criticisms of the way the ILEA had acted in the dispute at the school between the managers and staff.

Mr Sedley, counsel for the managers, said the authority had given little or no cooperation in the managing body's efforts to communicate with the school and to help it to function. Counsel for Mrs Irene Chivley, the deputy head, who did not join the strike, said the authority had acted too little and too late.

Mr Stephen Sedley, representing the seven other teachers, said the ILEA of being part of a Labour Party "old pals network" that had bypassed established procedures. On the other hand, he said, "right up to September 1975, the teachers have done everything by the book and have been ignored."

Islington Borough Council and the ILEA were both Labour-controlled, he said, and the managing body at the school was dominated by Labour Party appointees. But it was "activities not ideologies" that he was concerned with, and he spoke of a systematic abuse of political power by these three bodies. The finger had been pointed at his clients and it was easy to assume that there was no smoke without fire, he argued.

For example, he would be bringing evidence that one of his clients, Mr Brian Haddow, had put forward a number of themes for painting in his class in spring, 1974. Among these was a quotation from William Blake: "The tigers of wrath are wiser than the horses of instruction."

Mrs Chivley was said to have referred to this as "The tigers of destruction are stronger than the horses of instruction" and that it was a theme for discussion, not for painting. Mrs A. D. Walker, a part-time teacher, was alleged to have told a parent of a slogan used in the school: "The tigers of destruction are more beautiful than the horses of industry."

The next version was "the horses of revolution are mightier than the forces of education". This was told to the chairman of the managers by a parent. And finally, Mr Sedley said, the Daily Mail had reported that there was a slogan on the wall in the school: "The smile on the face of the tiger is revolution."

Because it is likely to be some time before they can introduce their own cases, each of the parties in the inquiry are being given the opportunity to make a brief rebuttal of the points made by Mr Davidson in his opening address.

Counsel for Miss Doreen Hart and the staff of William Tyndale Junior School said they would be bringing evidence to show that they had done everything they could to prevent the infant school being disrupted. It will be shown that the infant school

was a well run school providing an excellent education.

Inspector called for more money to boost morale

The first witness in the inquiry was Mr Donald Rice, the ILEA divisional inspector responsible for William Tyndale and 61 other schools in Islington. Mr Rice was a primary head and an inspector in Kingston and Essex before he joined the ILEA in spring, 1974.

He told the inquiry of more than a dozen visits to the school between then and the end of that year. After his first, in April, he had resolved to go again as soon as possible because he was concerned. Mr Rice said the headmaster, Mr Ellis, had been at the school for only two months and had told him of difficulties with his staff and of new ideas he wanted to introduce. Half the staff were "progressive" in outlook and half "reactionary or traditional," Mr Rice said.

Mr Ellis told him he wanted to move from a class-based system to vertical grouping. "All his ideas were basically acceptable on educational grounds," said Mr Rice who advised him to proceed slowly and to keep the managers and parents informed.

Mr Rice spoke of complaints from Miss Hart, head of the infant school, about disruptions of classes by junior pupils. She complained of things being thrown from the third floor into the playground, including milk bottles full of water. Junior pupils had laughed and sworn at infants teachers.

It was said that infants had been spat upon, attacked with pieces of card embedded with pins and needles and locked in the lavatories by juniors. Dinner ladies had been threatened that if they "told" their children would be "bashed up".

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Mr Rice reported to County Hall in July 1974 that Mr Ellis's attempts to introduce "cooperative teaching methods with groups of children being sent to different teachers in small groups" had caused disturbance to the school routine and some indiscipline. He quoted extracts from his report about the school:

"The staff are relatively inexperienced and it might have been wiser initially to make sure of the quality of the staff before implementing new organization."

"The headmaster is sincerely concerned about these problems and in fact he was recently absent due to nervous depression and worry. He was too much influenced by different points of view among his staff some of whom have actively opposed him and his philosophy of education."

Mr Rice proposed that the school should get extra staff and money to boost morale and re-establish good standards and discipline.

At a parents' meeting in July 1974 opposition to teaching in the school had been expressed and a document criticizing the teaching at the school was distributed. The inquiry had already heard from Mr Davidson that the part-time teacher, Mrs Walker, had a hand in preparing such a document. "As far as I could tell the opposition came from the majority of parents from all social backgrounds," Mr Rice said.

When cross-examined by Mrs Moorhouse (for the managers), Mr Rice said the staffing ratio at William Tyndale was very favourable.

"By far the best in the division," Mrs Moorhouse read a description of William Tyndale School produced by Mr Rice's predecessor, Mr Laurie Duxton, when the headship was vacant in 1973. This said that more and more middle-class and professional parents in the area were choosing William Tyndale. There were few immigrants or language problems at the school. "It is a thriving establishment to take over," Mrs Moorhouse asked Mr Rice

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Mr Rice said he knew although the staff did feel pressure on them, there was no hostility towards them. Mrs Walker, a leading teacher, had been at the school since the beginning. Mr Rice said he had seen her at a party and she had said she was happy to be there at the school.

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London inquiry week two Report by Bob Doe

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what he found when he first took over the school in April 1974. Mr Rice said the school was well organized. There were a lot of children in the playground, but he was not concerned about the staff. By the end of the year, he found the school to be

Mr Brian Haddow, a teacher at the school, had told Mr Rice in September last year that they had tried to do too much too quickly and this had led to concern from parents.

Mr Rice said he knew although the staff did feel pressure on them, there was no hostility towards them. Mrs Walker, a leading teacher, had been at the school since the beginning. Mr Rice said he had seen her at a party and she had said she was happy to be there at the school.

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## NUT code defines courting limits

Stephen Cohen

the National Union of Teachers will be banned from courtship by a new code of conduct published this week by their union.

The code, which was adopted by the NUT executive in November, was drawn up by an official, Mr Arthur Jarvis. He said this week that it was impossible to specify all the circumstances which could arise, but teachers could fall foul of the code even if they were having affairs with pupils from other schools.

A marriage between teacher and pupil would not be on improper relationship. But most wedding bells only chime after a period of courting, and according to Mr Jarvis, courting is not allowed. "It is not a professional relationship."

The Assistant Masters' Association has less formal advice for its members. In a new edition of its Guide for Teachers, the association says: "If you are teaching girls, a disturbing element sometimes enters the situation—that you find some of the girls pupils, only a few years younger than yourself, exceedingly attractive."

"All we can say is that you should look for other pupils on safer beaches..."

The National Association of Schoolmasters is rather more forthright. Mr Terry Casey, the general secretary, said: "We have always taken the view that it is professional misconduct of a very grave order for any teacher to become involved emotionally, not least sexually, with any pupil."

Meanwhile Hertfordshire education authority are conducting an inquiry into allegations made at the industrial tribunal that it was commonplace for amorous volitions to start between staff and pupils at Hemel Hempstead comprehensive school.

"I have seen staff and pupils involved in kissing and cuddling at school parties," Mr Vogler, 28, told the tribunal.

Mr Vogler had been persuaded to resign and the tribunal decided that this amounted to dismissal. The local authority conceded that the official procedures had not been followed and that therefore the dismissal was technically unfair. The tribunal ruled, however, that the sacking was justified and dismissed Mr Vogler's claim.

Asked whether parents were entitled to expect teachers not to start sexual relationships with pupils, he said: "I think they are entitled to expect that it should not happen at school and on school activities and they have the low of the land to protect them out of school."

But they should not automatically expect that teachers should not form relationships leading to sex off school premises.

"I think that because this is one of the most common and most serious reasons for dismissing teachers, education authorities should make it clear in our contracts of employment that sexual relationships with pupils are forbidden."

Mr Thomas Law, the headmaster, told the inquiry that he warned Mr Vogler about dancing too close to his (Vogler's) fiancée at a Christmas party but denied knowing of other affairs between staff and pupils.

Teachers at the school have deplored the allegations made at the tribunal.

The inquiry continues and is likely to take some more weeks. There are nearly 500 members to be considered.

All the junior staff have been taken over at the school by a team of peripatetic teachers.

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it would clearly have been impossible for the union to give support to Mr Vogler had he been a member.

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Mr Clement Vogler

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# COURSES

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Applications for the course beginning in October, 1976, should be sent to the Registrar, University of Leicester, School of Education, 21 University Road, Leicester, LE1 7RH. Tel: 0533 764111 (Ext. 6533).

**UNIVERSITY OF ASTON IN BIRMINGHAM**  
DEPARTMENT OF EDUCATION  
Head of Department: Professor Richard Whitfield  
**M.Sc. IN EDUCATIONAL STUDIES (1 year)**  
**DIPLOMA IN COUNSELLING IN EDUCATIONAL SETTINGS (1 year)**  
**M.Phil. and Ph.D. IN EDUCATIONAL RESEARCH**  
(part-time and/or full-time)  
Applications are invited from suitably qualified persons for the above courses; professional or other relevant experience valued.  
Further details and forms available from:  
The Course Tutor (state course), Department of Education, University of Aston in Birmingham, Gosta Green, Birmingham B4 7ET. Tel: 021-359-3611 ext. 6188 or 6230.

## 600 staff jobs head Harrow's cuts list

The Conservative-controlled borough of Harrow have drawn up a list of possible cuts in their education service which could save up to £1.7m in 1976. The authority emphasize that the list is provisional, but admit the proposals could mean the loss of 600 teaching and ancillary jobs, a quarter full-time.

A total of £1.7m—62 per cent of the proposed cuts—would be saved from cutting down on staff. About £450,000 of this would come from a reduction in pupil-teacher ratios of 3.5. At present, the borough's ratios are 28:1 for first schools, 26:1 in middle schools, 17:1 in high schools and 12:1 in junior colleges.

Other staff savings would come from abolishing "pooled" teachers who are used above established ratios in exceptional circumstances (£82,000); reducing numbers of lecturers at further education colleges (£171,000) and supply teachers by a quarter (£32,000); and by not employing foreign assistants (£26,000).

Other proposals include cutting back on books and stationery (£145,000) and on new furniture and equipment (£60,000), postponing maintenance and minor improvements (£92,000); and reducing the administrative staff (£56,000). The amount of money to be spent on places at independent schools would be reduced by £46,000.

The list will be discussed by the education committee next Tuesday.

and will go before the policy and resources committee on December 1. It is unlikely that a final decision will be made until various technical difficulties have been resolved, such as how much money will come from the Government in the form of the rate support grant and how much Harrow will have to pay various authorities, such as the fire and London Council.

Mr Ken Hodge, the education finance officer, emphasized that the list was provisional. He said it was unlikely they would be accepted in full. The total amount of money the council were hoping to save was about £3m.

## Early closing?

Buckinghamshire are considering a plan to extend the Christmas school holiday by a week, shorten the lunch hour and close all schools earlier each day to cut down their £900,000 fuel and lighting bill for schools.

The plan also includes shortening the summer holiday, although talks with the teacher unions have yet to take place, a spokesman commented. Buckinghamshire, who contain Milton Keynes, die fastest growing town in the country, spent £50.7m on education this year. The new plan is part of a £5m cut in next year's education budget of £63m.

## Bias against engineering

The swing away from engineering degree courses at universities is blamed this week on the engineering industry's recession in 1971, when many firms, drastically cut or suspended graduate recruitment.

A report from the National Economic Development Office on the shortage of qualified engineers also says that university careers advisers and employers believe that schools are biased against technical subjects.

"Perhaps the most widely held view of all, whether justifiably or not, is that there is a bias in the schools, either against science subjects, against engineering or against industry, which leads to an imbalance in careers advice."

"The image of industry (or of particular sectors of it) is sometimes advanced as a factor influencing the attitudes of young people in their choice of university courses and of subsequent careers. In part this may be due to a social attitude towards industry but the impression left by the last recession (1971-72) when many firms drastically cut back or suspended altogether graduate recruitment, is widely believed to have been a decisive influence."

Engineers, the report says, feel they have a lower status in terms of social prestige and of pay than other professions.



Pupils from the Pestalozzi Children's Village school in Sodascombe, Sussex, combine practical skills with a normal academic curriculum. A national appeal for £250,000 has been launched by Lord Boyle of Handsworth. The school, started in 1957, takes deprived children from the Far East, the Middle East and Africa and wants the money for a six-year expansion plan.

## Meals programmed to please—and pay

A computerized school meals service developed by Sheffield Polytechnic has saved Essex education authority £6,000 in a year. Nutritional standards were higher and there was 10 per cent less wastage in schools.

So far ICIS and CAMP (Integrated Catering Information and Control System and Computer Assisted Menu Planning) have been used in only 25 primary schools in the county. Mr Desmond Powell, the county catering adviser, claimed that if used in all Essex schools, the saving would be £112,000 a year.

The computer takes over what Mr Derek Gladwell, head of the polytechnic's hotel and institutional management department, says is the key job in catering—menu planning. He

is in charge of the catering research group and he hopes to persuade other authorities to use the service. Savings are made mainly through reducing wastage. Before the system can be used, market research must discover the most popular dishes. Children tend to prefer the less costly foods.

The computer has to take account of the popularity of dishes, the importance of introducing children to desirable foods such as salads, tastes, textures, colours, and the food on staff and equipment. Above all it has to watch costs.

Something had to be done, said Mr Powell, to improve "the appalling standards". Some schools are as bad as money restaurants, except they are cleaner. In fact, some are so clean they forget about the

## Council queries bus charges

Devon County Council, who have the largest school transport bill in the county, have come out against Government's proposals to introduce a flat rate charge of 7p a journey.

Proposals recently sent to authorities said they would ensure transport between school, although they would the final word as to whether the school was to be used.

There would be no reductions of fares in cases of slip and free transport for handicapped.

Now Devon, who spend £22 a year on school transport, is first authority to publish reaction.

Although a flat rate charge would be welcomed in urban areas, said there would be a strong case against it in rural areas. School transport was now the spokesman said "while it is a problem, it is not a disaster".

The authority fear that the cost of fares and assessment of means would cost almost as much as the money received from

## Wide support for NUS talks on Chile

Delegates from 52 countries took part in a seminar on Chile, organized by the National Union of Students in London this week.

Violations of university physical repression of teachers, professors and elimination of scientific and humanist disciplines were among the topics discussed.

The seminar was supported by several British trade unions, including the Transport and General Workers Union who have £62 £100.

Medardo Hortensio Allende, one of the assassinated president of Chile, has sent his greetings for success of the event. In a letter the NUS she said that young Chileans were being affected by military indoctrination in Chilean primary schools.

"Thousands and thousands of students and teachers have been expelled from the universities and persecuted for being members or sympathizers of Popular Unity."

"This is besides those who have been imprisoned in jails and concentration camps."

"I would also like to draw attention to the burning of books in university libraries. Documents in our possession show that this practice is still continuing. On the black list appear not only the names of Marxist authors, but the works of economists such as John Maynard Keynes, C. E. Ruggie, and Nobel prize-winner, Gunnar Myrdal."

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## Tyndale: DES 'neutral' despite MP's fears

by Alan Wood

DES are anxious to stay neutral in the William Tyndale controversy. In a case they are called on to make a judgment, MPs were introduced a flat rate charge of 7p a journey.

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interests of the teachers, even if it turned out that they had been entirely blameless, were nothing compared to the interests of the children. The children were suffering greatly.

It was the duty of the ILEA to get the junior school—the inspectors' report on the infants' school was very favourable—stuffed on a permanent basis now, without waiting until the end of the inquiry. If the inquiry exonerated the teachers, it could easily make that fact clear by a public statement and ensure that their careers did not suffer in the future. The public would then understand, as would the teaching profession, that the children had to be put first.

The teachers went on strike because the ILEA, set up by Parliament to run the school, decided to investigate one of its schools. Teachers had a right to strike just like anyone else, but teachers who did so because the ILEA did what it had the right and duty to do, should have been suspended.

There had been several changes of plans for the inquiry. Not only had the time taken by the inquiry escalated, the formality of the proceedings had become increasingly intimidating.

A claim for legal representation of the parents had so far been rejected. In that formal setting the parents would have a problem putting over their point of view. The whole operation was becoming almost like a fashionable murder trial at the Old Bailey. Meanwhile, back in Islington, the temporary teachers were valiantly struggling to do their best for the education of the children—who were what the whole thing was about.

There had to be a simpler and quicker way of settling disputes of this kind. It seems like this were likely to grow into cases of this kind which could have been solved. A representative of the DES ought to be present as an observer at the inquiry. The DES should consider some of the wider issues raised by the affair.

Miss Joan Lester, replying, said the tragedy was that the children at the schools were caught up in a dispute not of their making but from which they were likely to suffer. Their future wellbeing must be the concern of all. The immense task was to create conditions in which good relations could prevail so that the education of these children could be conducted in a relatively calm fashion.

She said the Secretary of State, Mr Mulley, were aware of the situation and informed about it. It would be wrong for her to comment on the detailed circumstances when a public inquiry was being conducted. Not only might such comments be prejudicial to the inquiry, they might also prejudice any subsequent decision that the Secretary of State might have to take.

An approach had already been made to the Secretary of State asking him to use his powers to set up a public inquiry into the general situation, and once the conclusions of the present inquiry were known, it would obviously be necessary for him to decide formally on this request.

If no satisfactory outcome seemed likely to emerge from the ILEA's inquiry the Secretary of State might have to consider what he could do to help.

At the moment his view was that of the Department was that they wished to do nothing that was like a way to put them in a position of non-neutrality. They would not wish to intervene to influence the course of events at this stage.

Miss Lester was a little disturbed about the length of time that the inquiry might take. She took the point that there could be ways of settling disputes of this kind more quickly.

# If you think children need an incentive to read, join the Club.



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## COURSES

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Further particulars and application forms available from the Academic Registrar, Crewe & Alsager College of Higher Education, Crewe Road, Crewe, Cheshire CW1 1BU.

## Schools too slow to change

by Mark Vaughan

The Taylor Committee, who are looking into school governors and managers, have been urged to recommend greater participation by the community in the school curriculum.

Mr Christopher Price, MP, and Parliamentary Private Secretary to Mr Mulley, the Education Secretary, said this at the annual meeting of the National Association of Governors and Managers in London at the weekend. Eleven of the 22 members of the committee attended the meeting.

Traditionally, he said, the curriculum was considered the preserve of teachers, whereas responsibility lay with the universities who set the examinations. "I suspect that because of various things happening in society—William Tyndale and other things—that people are not content with this, and they want more say."

"The Taylor Committee will have to come down on the side of greater participation of the community in the role of the school curriculum," Mr Price, who earlier commented that the Taylor inquiry had aroused animosity little interest in education, said schools were too slow in meeting society's changing needs.

"Part of the role of the school is to service society, to provide the trained manpower it wants, but another part is that it must participate in the changes that take place. In the past, society has changed much quicker than the schools. I think

## End political control, say NAGM

Political control of school governors and managers should be abolished, the Taylor Committee have been told by the National Association of Governors and Managers.

Instead there should be equal groups of parents, teachers, local authority nominees and possibly pupils over the age of 15. The L.E.A.'s decision to seek "politically acceptable" governors, has excluded too many potentially valuable people. It has also failed to secure any real advantages for the party in power.

Each group as a governing body would be elected by its own kind. These groups together could elect additional governors drawn from employers, trade unions, further education colleges and other local bodies.

The NAGM strongly criticized the practice of grouping governors, to make one body for several schools. Every school should have its own governing body. Grouping, which was permitted under the

1944 Education Act, had rendered governing bodies "almost completely ineffective" where it had been introduced.

"It is the association's view that governors and managers should be ready to undertake training for their responsibilities and they have urged the provision of such training on L.E.A.s. The association themselves have evolved a training programme which it is hoped will be published next year."

The association said governors should initiate the school's activities. Once the estimate was agreed with the authority, they should "have the power of veto of not more than five per cent under any head of expenditure."

Although the head and staff decided what happened in a school every day, it was right that they should in general be accountable to the governors.

The association also said that would not want any legislation introduced as a result of Taylor, which would make improvements more difficult. "Nonetheless, most of our proposed changes to the constitution and duties of boards of governors and management would require new legislation."

## Taylor inquiry into managers and governors

should not tell teachers how to run their classrooms. "That seems to be asking for all kinds of trouble rather than produce a better performance from the teacher."

"Nor do I think it the responsibility of the governors to design the curriculum or syllabus, because they are not capable or competent to do this. This does not mean they are incapable or incompetent, but they are the wrong people for the job."

"I think the governors are people to whom the school should be accountable," Mr Burgess, who is also a member of the Inner London Education Authority, said the headteacher's staff should have a say in governing bodies. He based his opinion on the salutary and democratic principle that there was no proposal which can not be improved by criticism of those who are its authors. "Even if the governors were 'block-headed' and filled with 'noise', it was a sound thing that a new proposal should be put before them, and it should have their agreement."

"The crux of the question is a case of disagreement, who decides? I have a firm view that it must be the very least an agreement of the governing body. If the staff can't persuade the governors that new methods should be introduced, then it shouldn't be introduced."

Summary obligations laid on local authorities will be postponed until they are able to take on the new duties. The Bill will be introduced after three years and the Government will decide whether proper legislation is being made at the right time.

The main clauses provide for a new adoption service, separate provision for children in care, greater security for children in long-term care, open access to adoption records and a new form of guardianship.

In general, clauses which call for money and manpower will require a change. But the central executive committee at the DSS are expected to act as a negotiating body to allow the clauses to go through.

It provides that people adopted after the age of 18 will be able to see their "birth records" after an interview with a counsellor. They also cover the "adoption" of children in long-term care and separate representation for children in contested cases.

Mr Christopher Berry, assistant secretary of the AMA, said that the implementation of the Bill was "a gesture to Morio" and that the Government was "not prepared to run an adoption service which will cost money and will come little force in the next year. Other clauses require special regulations which will be made up in the next nine months and will take at least a year to prepare for the statutory provisions to run an adoption service."

The Bill was first introduced by Mr Berry in October 1975 and the appointment of Mr Berry as Minister of State at the Department of Social Security, put many of the recommendations of the Taylor Committee and takes effect from the report of the Colwall Committee, through the Department of Social Security, to the welfare of children in care, as a factor in the new legislation.

Mr Berry said that although many people have been debating, his Government has been in existence for a long time, and he would give all the help and support to the Government to make the delay in the implementation of the Bill as short as possible.

The calling of general elections has twice killed off parliamentary proposals to reform the laws on adoption. Now, at the third attempt, the Children Bill sponsored by Dr David Owen (right) becomes law—but with some of his proposals delayed because of the financial crisis.

Frances Stadlen reports

## At last, the Children Act..

that there will be no incentive for local authorities to duplicate the good work of the voluntary sector. He looked forward to "persistent progress in achieving higher standards."

Part 1 of the Bill covers adoption. There will be a new duty to give "first consideration" to welfare throughout childhood, and to consider children's wishes and feelings. For the first time in law their needs are to be taken into account in disputed cases over parental wishes.

Every local authority will be obliged to run an adoption service in conjunction with other social services and with voluntary agencies approved by the Secretary of State. The Bill will be reviewed in a year's time. A comprehensive service would cost about £8.5m (at November 1974, pay and prices) and require over 1,000 social workers.

It will be possible to dispense with parental agreement to adoption if serious ill-treatment can be proved and there is no prospect of a satisfactory family reunion.

Adoption, which has been a process of negotiation, forcing for adoption to be made in the knowledge that issues involving parental agreement have already been decided. Parents who prefer to keep their children in an adoption, by an agency for an order to assume their rights and duties. This will free the child for adoption.

Only a local authority, an approved society or a relative will be able to arrange an adoption. Adopted people over 18 will be able to obtain their birth records, but parents who believed the adoption was confidential are protected. Those adopted before the Act will be able to look at their records and have to see a counsellor.

There is to be a "guaranteed" retention of the present law to enable adopters to be subsidised by the Government. This will allow experiments with children with special needs who would otherwise be difficult to place. This covers handicapped children or brothers and sisters who should be adopted together.

Part 2 introduces custodianship as an alternative to adoption for children under 18, including step parents and foster parents who have legal custody of the child, but who keep his name. Family links will not be broken.

A child must have lived with the applicants for three months, or, if they are not related, for a year. Although the department expect a burst of applications at first, custodianship, they say, should not involve much extra work. A date for implementing this clause will be announced in a year's time.

Part 3 gives greater security for children in care by insisting that their welfare shall be the first consideration in reaching decisions about upbringing. It also introduces the idea of a children's advocate. Parents will have "open access" to children in short-term care.

Other considerations, such as the child's sense of security, will begin to apply after six months. There will be no need to give two days' notice of intent to remove a child from care before six months.

Parents will have in five days' notice if a child has been in care for longer than six months. After three years, the local authority can assume parental rights without having to prove parental unfitness. This step is reversible.

Foster parents will be able to apply for adoption after five years without leaving the natural parents' consent. The child and frustrating their application. They do not

thereby have the right to adapt—merely the right to a hearing. These clauses have been controversial. The law recognizes time as the crucial factor in determining the status of parents and children. Some critics object to this on principle as being too clumsy.

Dr Owen has conceded that the time limits should be subject to review, but his concessions are expected to affect individual cases. The British Association of Social Workers, the Child Poverty Action Group and the one-parent family pressure groups are concerned at what they believe to be the erosion of the rights of natural parents. They argue, is not simply one of fault, but also of misfortune, which the Government have failed to prevent in the first place.

Parents, they say, will be afraid to place or leave children in care even when it is in their best interests. They will opt for inadequate substitutes. BASW, the strongest critics, say the new law will create "more not less physical and emotional tug of love cases."

"I do not like time limits either, but there had to be some safeguard,

and it had to be expressed in a time limit," Dr Owen said. The only other alternative that had been suggested—leaving it to local authorities with some form of appeal mechanism—would be unacceptable. Separate representation for children was a "major breakthrough in attitudes". In care or related proceedings, when there appeared to be a conflict of interest between parent and child, the court might appoint a guardian ad litem to represent the child.

The guardian would usually be an experienced social worker or be otherwise suitably qualified. A court would always have to take this step in care or supervision order proceedings unless there were good reasons for not doing so. It was a case of this type which led to the return of Maria Colwell to her mother.

Parents who had been ordered not to represent their child might not apply for legal aid for themselves. It is generally agreed that the new Bill will make it easier to find homes for "children who wait". Since 1968 the number of children adopted by non-relatives has decreased, but adoption agencies attribute this trend to a shortage of healthy white babies rather than a shortage of adopters. Many older,

black or handicapped children are waiting. The clauses on children in care have caused most argument. Frank Field, director of CPAC, referred to them this week as "a classic nineteenth-century device to save poor children instead of eradicating poverty."

One-parent family pressure groups quote the Home Office publication *Children in Care* that 60 per cent of children in care come from one-parent families. Failure to provide financial guarantees to maintain allowance they say makes such families particularly vulnerable to the Bill's time limits.

Dr Owen said that there was, in fact, no coherent official policy for the 0-5 age group. "There has been too much emphasis on education for the 3-5s. I am very unhappy that although the numbers of children going into care remain nearly static, the number who stay has increased. So has juvenile delinquency and violence."

"It is very worrying that mothering has gone wrong. While we must provide for mothers who work out of school hours, we should also realize that we have grown a little uneasy in our attitudes, without realizing the harm we may be doing to our children."

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## Stormy days at London library

Next Wednesday the 6,000 members of the London Library are expected to hold the stormiest annual general meeting in its 136-year history. The library, which has a million books in its St James's Square premises, is probably the largest private subscription library in the world.

Discontent first emerged at last year's annual general meeting. Some members challenged proposed changes in the entrance hall which would destroy the Victorian atmosphere; some attacked the new method of recording borrowings; some deplored what they saw as a bias in favour of the professional London-based members.

During the year the dispute has focused on what the dissidents feel is the "unrepresentative" way the library is being run. One of the leaders is Mr Philip Bovey, a young solicitor, who says he has called in the Charity Commissioners. He is also one of seven "opposition" candidates who are to stand against the six council members up for reelection.

Meanwhile the librarian, Mr Stanley Gilliam, and the committee (whose chairman is the Hon Michael Aspin) say they are happy with the way things are being run. This is in spite of the fact that which is causing them to increase their fees.



J. H. J. 11.11.75



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## In brief

£88,000 saved

Leeds University saved £88,000 on their year. Short-term measures included sealing of gaps in window frames, better control of heating, removal of boiler lights, less heating at weekends during holidays and a large down for the central heating system during the winter.

## SSRC centres

The Social Science Research Council have approved the establishment of three research fellowships to range the development of research centres outside the core of Wolfson College.

## First concert

Surrey's newest youth orchestra, the County Wind Orchestra, gave their inaugural concert at Piece School, Dorking, today.

## Poly courses

A Handbook of Polytechnic in England and Wales has been published by the Council of Directors of Polytechnics. Copies are available from the Secretary, 308 Regent Street, London W1R 7PZ, at £2.95 (post in the United Kingdom).

## Advice on careers

More than 25,000 young people under 24 went for careers advice last year, according to the latest survey of the Department of Employment.

## Scouts raise £101,557

Scouts in the United Kingdom raised £101,557 to buy a new boat for the Royal National Lifeboat Institution. The boat, named "The Scout", is being built at Bideford.

## Mining scholarship

Gold Fields, the international mining and commercial company, is offering five scholarships to assist them to study engineering or mining at University or mining school. The scholarships are worth £1,000 each, plus academic fees for three years.

## Travel guide

School Travel and Exchange is published by The Central Educational Council. It is a guide for Educational Visits and changes of 50p, designed for teachers, parents and pupils to organize educational trips and days.

## People

Mr Terry Casey, general secretary of the National Association of Schoolmasters, has been appointed a member of the Open University Council.

Sir Philip Rogers, who has recently retired as Permanent Secretary to the Department of Health and Social Security, has been appointed chairman of the Oxford Road Trust.

Dr A. M. Snodgrass, reader in classical archaeology, is to be elected to the chair of classical archaeology at the University of Edinburgh.

Professor James Clift, chairman of the education committee, said two children were looking after 27 children. "This was the sort of problem that the education committee faced when making recommendations."

Parents who have marched and picketed for the school said after the meeting that they intend to appeal and "will fight on".

Mr K. J. Kyte, deputy head of the Greenwich Secondary School, said that the school was "in a state of appeal and will fight on".

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## Exams in fifth a vicious waste of time'

Annual examinations in the fifth year of secondary school were a vicious and vicious waste of time, it was hoped they would be replaced by a single provision based on the CSE continuous assessment method, as recommended by the Schools Council, a teachers' association meeting on Friday.

Dr Edward Conway, head of the CSE Comprehensive School, Cambridge, North London, speaking at a meeting of the Schools Council, said that the school's policy was to select pupils for O level in the fifth year.

Dr Conway said it was deplorable that he had to put pupils in for exams which they were not prepared for, and that they were being educated.

"When talking to the child, you must give the impression that you are letting them down. The main thing is that he is working well, and you must give him every encouragement."

Earlier on any parent had asked the feeling of senior pupils and examination experts that the CSE is a thoroughly discredited qualification? It is regarded by employers as valueless and it would much prefer my son to get a Grade D in O level under the newly launched grading system, than a Grade 1 in CSE.

Mr David Board, secretary of the Metropolitan Regional Examination Board, said he disagreed that CSE was unpopular. "To 1965 the ratio of O level candidates to CSE candidates was 17 to three. In 1974 the figure was 11 to nine."

It was likely that the two examination systems would be merged within five years. "But the methods of examination adopted will be far different in the CSE system than in the present O level system. It is important to remember that since CSE was introduced, there have been radical changes in the O level system which has been hugely influenced by CSE."

Mr J. Wagerman, a senior teacher at the school, said that taking CSE in the fifth form was no barrier to higher education. "Every teacher in the school has experienced pupils getting a Grade 1 in CSE and going on to university."

"What you seem to be objecting to is that someone is saying that your child is not in the top 20 that you take O levels and not that the system itself is unfair."

## Science diary by John Maddox

## Flimsy straws in the solar wind

One of the surprises of planetary astronomy is that nobody knows for sure whether the sun is a more or less constant source of heat and light. Why is it that such an important and, it would seem, easy question has not been answered unambiguously decades or even centuries ago?

One obvious difficulty is that direct measurements of the output of energy from the sun are complicated, for those using instruments on the surface of the earth, by the presence of the earth's atmosphere. Measurements from satellites above the atmosphere should be simpler, but there is no single instrument that will measure the output of energy from the sun.

It is necessary to monitor the energy at different wavelengths and then to combine the results, a tedious exercise at the best of times. It is complicated by the appearance of sunspots, solar flares and other disturbances of the surface of the sun. This is why the Lowell Observatory at Flagstaff, Arizona, has been keeping careful records of the brightness of the planets Neptune and Uranus and, more recently, of Titan, the satellite of Saturn. It is the output of energy from the sun, it should be relatively easy to infer just what is going on.

That, at least, was the expectation. But an account of the variations in brightness of the planets published in Science (November 7), by the astronomer G. W. Lockwood, suggests that matters are a good deal more complicated. Even so, it does seem that there has been an increase in the brightness of all these objects since 1972, and that the simplest explanation is an increase of the output of energy from the sun.

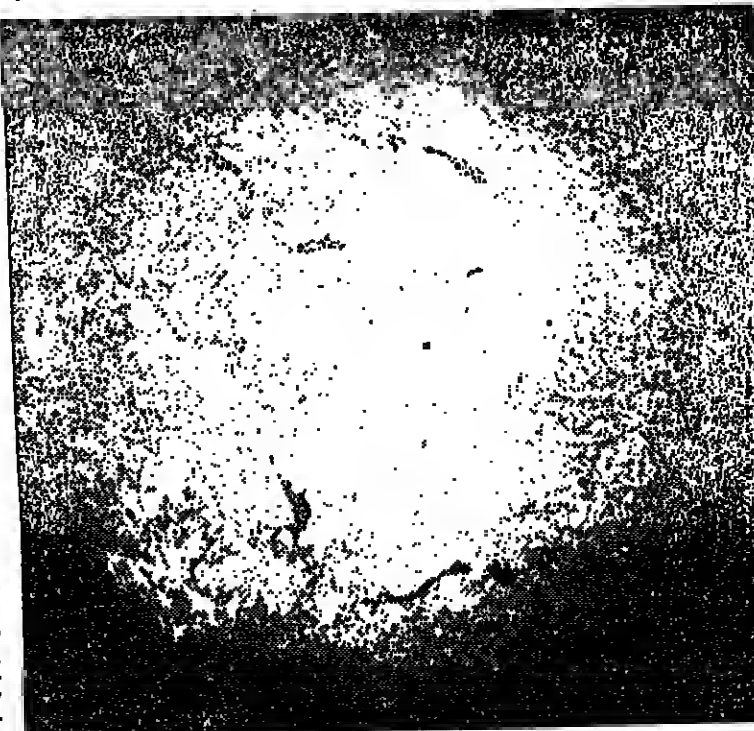
The brightness of Uranus (corrected for the variation of the distance of the planet from the earth) is to some extent affected by the fact that the planet is to some extent flattened by its rotation, some extent flattened by its rotation, with the result that the brightness of the planet varies with its aspect as seen from the earth, but that can easily be allowed for.

When that has been done, the records show that the variations of brightness of Neptune and Uranus have been closely in step with each other since 1956. Moreover, since 1972, the brightness of the two planets has increased by roughly two per cent.

Unfortunately, it is not easy to jump from this observation to the conclusion that the output of energy from the sun has increased by two per cent in the past three years, and indeed the astrophysicists would be exceedingly unhappy with such a conclusion. Such a large variation of energy output would make the sun a flagrant exception among stars of the same kind.

One possibility that could blunt the dilemma with which they are faced is that the efficiency with which light is reflected from the surfaces of Neptune and Uranus has been affected by some agency such as the output of ultra-violet radiation, but these are flimsy straws at which to clutch.

Much will depend on whether this year's sunspot minimum is followed by a decrease in the brightness of the planets, but there is nothing in the records of the past twenty years to suggest that the apparent variations of the output of energy from the sun are correlated with the phases of the sunspot cycle. It is all very flimsy, except to those who rely on the assumption that the output of energy from the sun does fluctuate to explain climatic changes on the earth.



Heat from the sun: nobody knows for sure.

## Flowers for Shanidar

Shanidar IV is the name archaeologists have given to the Neanderthal man whose skeleton was found 20 years ago in a cave in Northern France. A French biologist, Dr L. A. French, working at the Musée de l'Homme, in Paris, has now been able to work out how he was buried, and at what season of the year (Science, November 7).

It all hangs on pollen analysis, the technique by means of which the virtually indestructible pollen grains which accumulate in soil can be identified.

The novelty in what Dr Lerol-Gourhan has to say is that at some special levels in the soil covering the floor of the cave, there are large concentrations of pollen grains belonging to the plants which flower profusely in northern France in May and June.

The inference from all this is that Shanidar was buried on a bed of the richly coloured blue and yellow flowers which can still be found sparsely dotted through the Zagros mountains in the early summer, that he died at some time between the beginning of May and the end of June and that it would have been possible for his relatives to have picked enough flowers only during a period when the climate would have been much more humid than it is at present, most probably during the inter-glacial period of roughly 50,000 years ago. That is quite a lot to learn from a few pollen grains.

## Physicists are puzzled by mu-meson twins

Yet another new particle of matter seems about to make its appearance. It is called the mu-meson, and it is named as they are by the failure in the past twelve months to account for the psi particles discovered last year at Stanford and the Brookhaven National Laboratory, the physicists are being uncharacteristically modest in their speculations about it. The facts, however, are these.

In experiments at the Fermi National Accelerator Laboratory, near Chicago, beams of the particles called neutrinos (which have no mass and no electric charge) have been fired at a target made of iron. The experimenters have been surprised to find that the particles thus produced an unexpectedly large number of pairs of mu-mesons, the still mysterious particles which are roughly 200 times heavier than electrons but which are otherwise essentially similar.

The production of pairs of mu-mesons by the collision of neutrinos with atomic nuclei cannot be accounted for by present theories, and a group of articles in the last two issues of Physical Review Letters (November 3 and 10) provides convincing evidence that a previously unknown particle of matter must be created in the process. Moreover, it has been possible to pin down, at least some of the properties of this particle.

It is almost certainly a particle of nuclear matter, with affinities with protons and neutrons rather than electrons or mu-mesons. (Technically, it is a hadron and not a lepton.) It is between two and four times heavier than a proton, and it is unstable, lasting on the average for less than a hundredth of a microsecond.

It is distinguished from all the other known particles of matter by belonging to quite a different class of particles. It simply belongs to a different family.

Precisely what happens next is anybody's guess. Ever since the discovery of the psi particles a year ago, people have been trying without success to account for their existence. Now they have a second problem of the same kind to solve.

The only consolation is that the newest of the particles is plainly so closely linked with the transformation of nuclear into non-nuclear (or electronic) matter that its existence may in due course help to make the scales fall from our eyes in that puzzling field of speculation.

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## Sport

### Town sets pace in dual use

by Stanley Levenson

Park Hall junior school, in Walsall, opened in September, but there is more to it than shining brightness. It is the focus for neighbourhood sport and recreation, a project being watched with great interest by the Sports Council.

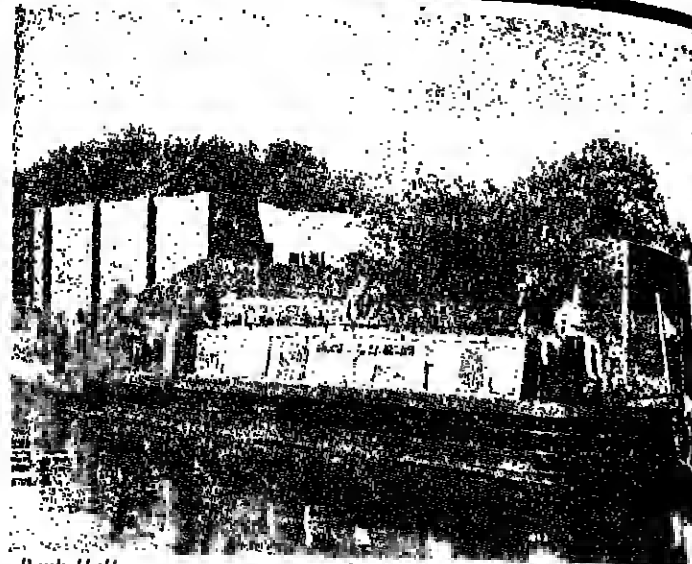
Apart from the usual sports amenities for seven to 11-year-olds the school has had grafted on to it a number of facilities which are available to the public at large. The extra special ingredient is that the affairs of the recreational sector are run by the local community association.

Mr John Ferguson, assistant education officer in Walsall, says that the association was brought into existence because the education clubbed the plan to employ an additional teacher trained in recreation management.

Heating, lighting, cleaning, caretaking or free. The association fix a rate of people to be in attendance and all the income is used to improve the centre or employ helpers when needed. But the lack of a full-time trained teacher puts an extra load on the head, Mrs Jean Powell, says Mr Ferguson.

Park Hall, which has 320 boys and girls, has a large hall, with a stage that can be used as a music room, a room for the youth club, a large committee room, two squash courts, changing rooms and space for a bar.

It is beside a canal which gives



Park Hall centre: water sports had on.

the school and centre a chance to have a go at water sports. The large committee room is also used as a workshop for the boats.

The extra facilities cost £60,000, of which the Sports Council contributed half.

But Park Hall is not alone, even in Walsall. Closer to the city centre is Birchills C of E Junior school, whose head is Mr R. M. Williams, and which takes many immigrant children.

It too, is new and has identical facilities but has the plus of a professional worker, appointed by the council. Three other schools in the town, all secondaries, also have community recreation centres but on a bigger scale.

Mr Ferguson says that all this is part of Walsall's policy, pushed ahead by the CEO, Mr R. D. Nixon, neighbourhood community development, of having centres within walking distance, backed up by bigger schemes in secondary

schools and elsewhere.

What Walsall is doing is of most of the country and well into the new emphasis of Sports Council on dual use, improvisation and design management.

These were spelled out by the Sports Council chairman Robin Brook, and the director Walter Winterbottom, as a keeping sports going in troubled economic times.

They are working on schemes to convert redundant churches, multiply at the rate of about 100 a year, disused cinemas, of which there are about 1,000, and old workshops and railway huts into sports centres.

Another scheme dear to the heart of the Sports Council is to floodlit for all the year.

The big point about all this is that it is not a cost-cutting exercise, it is a cost-effective one.

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Talkback: rock theatre; 12-16 schools

# Not a load of rubbish

Janet Pugh and Stephen Thomas look at ways in which children's interest in and knowledge of 'media culture' provide a basis for classroom learning



The pupils' book for the BBC programme 'The Electric Company' made good use of visual techniques which were familiar to children

activities in the classroom. It is also possible to employ the techniques and conventions of the mass media in achieving educational ends.

Sesame Street and The Electric Company represent significant steps forward. Both have made use of the idea that education and entertainment are not mutually exclusive, and have used the style of the television advert, employing music and other special effects to teach simple sound and letter recognition. Obviously no teacher could develop such a sophisticated project single-handed, but there is much that can be learned from the underlying philosophy: that television viewing can reinforce educational objectives.

Michael Scarborough, a recent Independent Broadcasting Authority Fellow, has carried out research with primary school children which is highly relevant to this kind of innovation. In The Educational Value of Non-verbal Television he has made some interesting observations about children's per-

ception of themes and characters in popular television programmes. He found that: "There obviously exists among many children a need and a will to discuss different aspects of programmes. . . . The need to talk about what has been seen on television seemed . . . to arise either from a desire to understand elements of a programme, or from involvement with television, it appeared to be a far more stimulating source for the discussion of 'character' and the human situation" than most of the textbook literature found in schools.

Video-tapes of programmes such as Z Cars and Some Mothers Do 'em were used to develop children's comprehension skills. In talking about a five-minute extract from Dad's Army children were able to explore character in a way that teachers might hope for from a written passage, but might rarely secure from children of this age. It was

possible to use even relatively trivial material to examine fundamental questions.

Television watching was by no means a passive and uncritical activity, and children of a wide range of abilities were at ease in expressing their understanding and appreciation of what they had viewed. Scarborough's work demonstrated the considerable benefits which can be derived from relating children's television viewing more closely to traditional forms of teaching.

Although television may be the dominant medium in the lives of young children, comics, pop music and, to a lesser extent, radio and the press have their part to play, and present further opportunities for use in schools. While the modes of expression, idiom and content of pop music may only have limited relevance, comic strip techniques have received considerable use in the teaching of reading and the development of creative writing.

The comic strip formula provides a context which is familiar to the child, and because of its association with pleasure, enjoyment and fun, one which can be used to generate interest in tasks which many have come to find repetitive. If taught in a conventional way, comic strips can be used to develop a series of reading exercises for pupils. The Electric Company used comic strip material extensively to emphasize teaching points made in the programme.

The comic strip is a particularly effective medium for encouraging remedial children to develop their writing skills and to tell a story. A five-year experiment carried out in schools in Italy, found that although some children are very uncertain about communicating through speech, or writing they are able to express themselves freely in drawing a comic strip story. If freely in drawing a comic strip story, speech becomes a gradually introduced element to associate words with pictures, and can eventually produce quite sophisticated work.

Comic strips can also be used to teach children about the logic and sequence of a story, by getting them to write a number of individual scenes into a coherent narrative, or by giving them incomplete stories to finish. Simple comprehension exercises, particularly exercises which emphasize temporal sequence, can also be based on a comic strip story.

Although the content of radio and the press are relatively unimportant as far as giving children art concerned, they do provide a form of communication which can be limited in the classroom as a means of giving purpose and direction to children's efforts. A taped radio magazine programme involves the preparation of a considerable amount of written and oral work, which under normal circumstances would not be directed towards any particular end. Such other children or sent to another school. St. Dunstan's primary school, Birmingham, has their own radio studio, in which programmes are made and broadcast to the whole school. Many of the BBC local radio stations broadcast material produced by schoolchildren. School radio programmes are another way of using mass media methods to encourage children to communicate.

There is much to be gained from developing closer links between formal teaching and children's interest in and knowledge of media culture. The media do have limitations, a lot of television programmes and comics that children watch and read are of poor quality, but it is better to take a positive attitude to such offerings and build on what strength they do have than to reject them out of hand. They do have then to reflect them out of hand. Any teacher who dismisses them as taking part of the child's life outside school is taking a simplistic solution to a complex problem. There need be no direct conflict between children's leisure activities and their work in school.

Janet Pugh and Stephen Thomas teach at St Mary Redcliffe primary school, Bristol.

John C. 116































# TIMES CASSETTES: 'A VALUABLE AND INTERESTING LIBRARY'

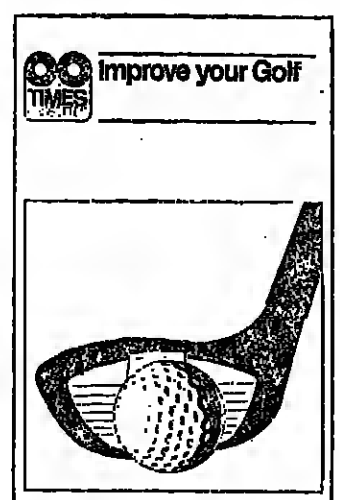
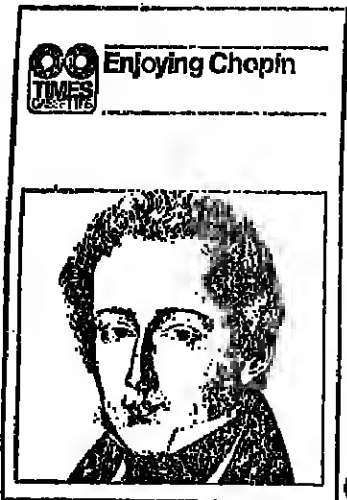
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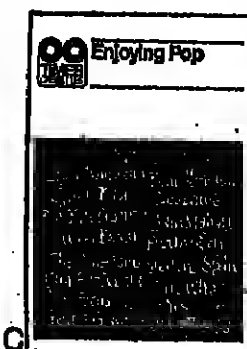
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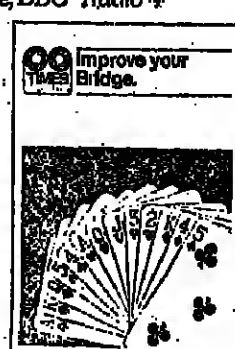
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### Headships

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## 'The targets are not being achieved'

While the slow gestation of the DES reports\* goes on, Professor A. E. Bender and Mary Harris question the targets and give some indication of the extent to which children are not getting the nourishment they should from school meals. "No food is good for you if you do not eat it" they point out, propounding some of the reasons for this partial failure.

Little work has been done to find out whether the targets laid down for school meals are met—one in Essex (1971), another in Monmouthshire (1973), and our own current (incomplete) one. All three show that the targets are not being achieved.

The first question is, what are the targets? The one towards which the school meals service aims is that set by the Department of Education and Science—880 calories and 29 grams of protein in a meal "with due allowance for the age of the child". A more suitable target might be one-third of the recommended daily intake of nutrients for children of different ages, set by the Department of Health and Social Security.

The average meal consumed in the senior schools visited fell well below the DES target as shown in the table following:—

	percentage of calorie target	percentage of protein target
Essex survey	74	59
Monmouthshire survey	61	57
Current survey	82	72

	Calories served	grams of protein served
Schools in our survey	720	16
Junior schools	720	16
Middle schools	670	22
Senior schools	960	28

Schools vary enormously, not only in their organization and methods of cooking, but in their basic understanding of what constitutes a reasonable meal. Many of the difficulties which result in the meal falling below target arise not from lack of culinary or nutritional skills, but from poor organization of the service as a whole. For example, the lack of standardized serving tools often results in tremendous variation of portion size. In one school "the same" portions of mashed potato varied from 47 to 118 grammes a portion. Also, checks on the quantity of food bought seem more concerned with saving money than ensuring nutritionally adequate meals.

A recent attempt at improvement has been to offer a cold "buffet style" meal as an alternative to the set hot meal. However, choice at these meals is often limited, due to

has been used on poor long-suffering children ever since. No food is good for you if you do not eat it. It is time we took the children's likes and dislikes into account.

As regards loss of nutritional value in transported meals the only nutrient which is significantly damaged is vitamin C. The average school meal cooked on site provides so little vitamin C (except where rosa hip syrup is served) that the loss experienced in "container meals" is insignificant. No other nutrients are destroyed when food is kept hot, the protein, the energy content, the minerals and the greater part of all the other vitamins are retained.

Another popular misbelief is that a good meal must consist of meat and two veg and that sandwiches are a snack. This is not only untrue but some meals are nutritionally in-



"Taproot frogspawn, cannonball pens, meat as hard as a kangaroo's knee..."—thus the traditional lesson to old-style school dinners in "The School Dinner Song", part of a programme on "powerful feelings" in the current English series for eight- to 10-year-olds on BBC television. "Over to you", the source of this piece and out of the previous page. Though, generally speaking, dinners have been transformed, there is still room for improvement if it seems, at least where nutrition is concerned.

ferior to a couple of respectably filled sandwiches. This may be a matter of importance where some children for a multitude of reasons do not like the food offered at school. To some schools children are not allowed to bring sandwich lunches. Why not?

A third popular misconception is that "a lot" of food is wasted during preparation in the kitchen, and that children leave a lot on their plates. Our recent investigations show that (except in the special case of trimming fat from meat) kitchen waste is 5 to 10 per cent. Nor do children leave much food on their plates. Both the Essex survey and our current one show 10 per cent plate waste. This may well be a reflection of the relatively small portions offered, indicating that the apparent inadequacy of the meal consumed is due to the small quan-

tity of food available to be served rather than a large amount of plate waste.

The results of these school meal surveys indicate that many children are not receiving the size of meal the DES would wish them to. One is then bound to ask whether children want or need this much food at midday, and if they do need it why is the school meals service not capable of providing it? The parallel question is whether, if school meals are not reaching the target, it is having any effect on the health, development and learning capacity of children?

Both writers are from the Department of Nutrition, Queen Elizabeth College, University of London, where Mrs Harris is a research assistant.



Why eat it all? What use is food? What does it do?

beginning to turn acquisitive eyes towards the expertise that backs the production of the school meals and to draw on school meals staff to talk to children, parents, teachers and governors about their work, especially nutrition. Small mobile exhibitions are appearing here and there to interest both teachers and children in what we eat and why. Older pupils, totally accustomed to using their School Meals Service are now themselves exerting influence: simply because the School Meals Service previously influenced them and they have learned to eat healthily balanced meals. They have come to accept and want "healthy" dishes not offered on a regular basis elsewhere and are asking for "health foods" for raw vegetables, yoghurts, wholemeal home-made

breads and seed scones, vegetable dishes, fresh fruits, milk, yoghurt and so on. The cult of "whole foods" and the good earth is catching on and learning about the world's food shortages has influenced eating habits still further. Puddings are less popular, particularly in schools, and overall the sugar and fat content of the meal is down. All this is evidence of good nutrition teaching of the community affects the diet of all of us, and that linked efforts of teachers and school meals staff can see the scene. It is a hopeful sign, and should go some way to encourage more co-operation between school and School Meals Service, and the service to play its full part in the education day.

## Scandal of 'free meal' humiliation

Too many schools still condone discrimination hurtful and embarrassing to those children receiving free school dinners. Anna Sproule describes how others avoid it

On the face of it, there are no foolproof ways of hiding a child's social status from other children. Call a class the "opportunity class" and the secret seeps out in six days. It is the same with school meals. Some children pay for theirs. Some don't. In all too many cases, those who pay well know who the non-payers are. The non-payers are painfully aware that such knowledge exists.

In what schools, it scarcely matters. We have different coloured desks for them here," says one teacher. "But they don't notice. They are far too busy, too keen to get on with what they want to do, to worry about it."

However, or later, however, self-consciousness about parental financial status and the resulting financial embarrassment of the child can hardly be avoided when the school continues to draw a visible, permanent distinction between those who pay for their meals and those who do not in spite of pleas by everyone in the Department of Education

tend to think that a total solution is impossible.

"The fact remains," says an official at the Association of Metropolitan Authorities, "that human nature being what it is, the truth will sooner or later out if there are two separate ways of dealing with children. I don't see how you can obviate it."

"I would say," he goes on, "that all authorities are extremely sensitive on this point, and have spent a lot of time trying to work out ways of avoiding discrimination. They have gone as far as they can—but, in the end, you are baffled by the fact that the system somehow always gets known."

Even automatic food-vending machines, he points out, do not provide total financial secrecy. In fact, they could even lead to new difficulties. They may be fed by tokens, but these tokens have still, at some point, to be given in exchange for money—and playground black markets in tokens are a distinct possibility.

Continued overleaf



Line-up for dinner. At least one school was found to have different queues for those who pay and those who don't.

## How to put the freeze on school catering costs

Under evidence of discrimination comes the CPAG's cry since the report was published. "One factor," says the group's director, Mr. Frank Field, "is the way in which the school who tour the class each week to collect dinner money has those of their classmates who cannot pay."

Short of reorganizing the national rationing system, Mr. Field believes there is no workable method of ending the free school meals stigma. He describes as "bizarre" the suggestion made by Mrs. Margaret Thatcher, when Secretary of State for Education, that all dinner money should be presented to the teacher in envelopes, the envelopes from the non-payers to contain a few coins which would be returned as change.

"We are working on the idea of ending all school meals free, and ending the costs involved on to the parents' income as a notional sum. The rest would be recovered, where necessary, through the parents' income tax."

"This is something," Mr. Field says, "that we plan to put to the Secretary of State for Education by the end of the autumn."

It is anyone's guess how quickly this suggestion will be saluted or what is certain, however, is that this solution is long-term. It will do nothing immediately to ease the financial anxiety that Leas feel about the future—especially since they, too,

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## Learning about eating

How good nutritional habits can be inculcated when School Meals Service and school cooperate. By Katie Dowson, County Adviser for School Meals, Hertfordshire



First experiments in cooking/science.

As it is late autumn the chances are that infant and junior schools have recently shown displays of fruit, vegetables, berries, the ears of corn and glowing arrangements of nuts and leaves. The word "harvest" will have been explored, explored, drawn, painted, embellished.

Fruits, vegetables, nuts and grains will have been weighed and their sources and uses researched in quiet corners and libraries, and some young children will have converted flour, fat and water into pastry or performed miracles with yeast, producing bread as a first experiment in cooking/science. Almost certainly these ventures will have taken them into the school kitchens and links will have been established between learning and eating.

Following naturally come questions: Where does it all come from? Is it food? Where does it go, what does it do? It is not long before cheese and milk, fish and meat are identified as protein foods and known to make strong teeth. Apples and carrots have vitamins and keep your teeth clean and so on. The next set of paintings, discussions, researches and weighings have launched a child unknowingly into the edges of nutritional knowledge.

The clever cook sets out her wares with as much care as a publisher his book or the editor his magazine, and good eating patterns will be encouraged if healthy foods are presented attractively, for children will select and eat with their eyes just as they will select and read with their eyes well-presented books on any subject.

In many schools there is an unexplored source of information in the kitchens, and headteachers are

beginning to turn acquisitive eyes towards the expertise that backs the production of the school meals and to draw on school meals staff to talk to children, parents, teachers and governors about their work, especially nutrition. Small mobile exhibitions are appearing here and there to interest both teachers and children in what we eat and why. Older pupils, totally accustomed to using their School Meals Service are now themselves exerting influence: simply because the School Meals Service previously influenced them and they have learned to eat healthily balanced meals. They have come to accept and want "healthy" dishes not offered on a regular basis elsewhere and are asking for "health foods" for raw vegetables, yoghurts, wholemeal home-made

breads and seed scones, vegetable dishes, fresh fruits, milk, yoghurt and so on. The cult of "whole foods" and the good earth is catching on and learning about the world's food shortages has influenced eating habits still further. Puddings are less popular, particularly in schools, and overall the sugar and fat content of the meal is down. All this is evidence of good nutrition teaching of the community affects the diet of all of us, and that linked efforts of teachers and school meals staff can see the scene. It is a hopeful sign, and should go some way to encourage more co-operation between school and School Meals Service, and the service to play its full part in the education day.



In the infant school it scarcely matters who pays for the meal.







## 'Meeting the enemy'

David Simpson moved on from feeding soldiers at home and abroad to his new post as food chief for the ILEA. Here he talks to Anna Sproule.



David Simpson—"an atmosphere of concern and involvement which is very rare to work in".



A few of Mr Simpson's troops facing some small but ever present miseries on the other side of the serving hatch. 285,000 lunches a day as well as 35 college canteens is no mean target—the motivation is the determination to achieve a certain standard.

"Everyone's an expert on food," says Mr David Simpson, recently appointed principal education catering officer for the Inner London Education Authority.

"In the Army Catering Corps, we were told of saying that we were the only part of the Army that met the enemy three times a day—across the battlements. You have to meet the target constantly."

Mr Simpson was formerly the ACC's assistant chief catering officer for an area that amounted to nearly a third of England. During his 25 years in the corps he has also served in the Far East—where, as a hospital catering officer, he had to persuade curvy-eating Gurkhas to adjust to a milk-and-fish gastric diet—and West Germany, where he created dishes for, among others, Princess Anne.

Among Mr Simpson's military memories is the time when he produced a Baked Alaska in a field oven during Army exercises. He still recalls with relish the challenges that field cooking involved—but, also, on that particular occasion the Gurkhas' mess all chose cheese and biscuits.

He left the Army this year, but his encounters with the hungry-eyed across the battlements continue, if only metaphorically. Now, with the ILEA, he has five area organisers and 22 regional organisers under him, and between them he and his team produce 285,000 lunches a day for ILEA schoolchildren, along with another 20,000 for adults. There are also 35 college canteens to be provided for.

From the glamour of foreign parts

and exotic working conditions to the production of Dead Man's Leg and other by-words of school cooking seems, on the face of it, a curious jump. But Mr Simpson's reason for moving from one job in the other is very straightforward. All career Services offices, when they reach middle age, have to think seriously about their futures. His move to school catering, he says, is the start of a second career.

"I am not," he goes on frankly, "saying I was desperate to come to school meals. I was looking for a job where my experience in the Services would give me a starting-point; and there are a number of similarities between the two. They are both fairly structured organizations. They are both non-profit making; the motivation is to achieve a certain standard, not make money. And they are both highly motivated—there is an atmosphere of concern and involvement which is very nice to work in. In the Services, caterers here, the cooks are women and mothers—cooking for children."

His main hopes and aims are focused on his staff. He has started work with ILEA at a good moment. The department is no longer bedevilled by staff shortages. "They are much better paid" he says, "than they were in 1970. Our turnover is relatively high, but it is the sort of job the average housewife can come in and out

of. We do have a percentage of skilled staff who come and are trained by us, and stay for years—but there are also the helpers who serve food, clean, and prepare vegetables, and there is a relatively high turnover here.

He sees his main task as helping this large, fluid work force to do their jobs in the best way possible. Times, he points out, have changed: the highly knowledgeable, long-service meals organizers who started their careers just after the war are now retiring, and their places are being taken by a younger, and much more mobile, generation.

"This means you have to have a different sort of organization; I think it should be more structured. We have got to define people's responsibilities, supervise more closely. They come in, and they need to be told the things that will be required of them in great detail so that they can do their jobs."

He hopes that they, in turn, will be able to feed back information about the day-to-day technicalities of the service that he, as the self-confessed admin. man, needs. (While he cannot speak too highly of the craft and organizational training the Army has given him, he says he is by no means a dedicated gourmet—chiefly, he seldom cooks on his own account.)

"A catering organization like this," he says, "depends on its staff. All matters relating to employment,

training and staffing are top priority. If you want to get the best standards for your organization, you have got to regard people as individuals, with individual needs. You have got to see that they know what you want them to do. You have got to provide the training for them to do it. And you have got to recognize their efforts."

"Everybody wants success, and, whatever their job is, it should be recognized. If you are going to have a good organization, people have got to feel that they're part of it, and that they share in the success it has."

It is to this army of cooks, organizers, and helpers that Mr Simpson looks for ammunition in his campaign against the ever-present adversary on the other side of the serving hatch. "Campaign" is the right word, since he owns that his greatest problem is, quite simply, meeting his clients' needs and wishes.

The favourite basic meal of today's schoolchild is fish fingers, chips, and ice-cream—with, if possible, chocolate sauce on top. "Ice-cream is the nuisance where food is concerned," Mr Simpson says ruefully. But, while this is all right every so often, it won't do for all five days of the school week. Mr Simpson's main responsibility is to provide all those children who want it with a nutritionally balanced meal.

"The standard school meal is a main course—meat, fish, potatoes, veget-

ables or a salad—and then a pudding. But children don't like this. The average child doesn't go for a traditional meal; over the years they have got used to hamburgers and chips."

The conflict is clear, and it is aggravated by an additional clash between the cost factor and the greater freedom, and variety of choice that schoolchildren now expect. "It has always been a problem," Mr Simpson says, "and it is a continuing one. They will almost eat chips, but we know it is not good to have chips every day. Besides, it is expensive: our allowance for potatoes does not cover cooking fat."

It could, of course, be argued that his service has a responsibility to teach children good nutritional habits. But an equally valid counter-argument exists to the effect that the most balanced meal in the world does no good if it goes uneaten.

Nothing daunted, however, ILEA's school catering service carries on, aiming for a happy equilibrium between nutritional factors and children's tastes. If it is fish fingers and ice-cream today, it will be liver, mashed potatoes, and cabbage tomorrow. "You will find there's a degree of waste—but there will also be per cent of children who take a second. You can," Mr Simpson concludes, "draw what conclusions you like from that."

Such as that the enemy has declared a truce, perhaps.



But how many children actually have a proper, sit-down breakfast?

## 'Elevenses' at nine?

Would this be better in some cases? asks Gweril Jones, organizer of school meals, Birmingham, and honorary secretary, NAEMA

Why breakfast? Does it really matter whether we eat it and how important is the school child's first meal of the day?

When children come to school on time or on breakfast, hunger pangs take over towards the middle of the morning—and this is where the school tuck shop, or the packet from home, comes into its own and meets the demand, usually in the form of uridydrate.

The pattern continues: midday lunch and the school dinner is served. Whether it is eaten depends not only on its attractiveness and quality, but on whether the child is ready for their meal. Those who snuff biscuits and buns at midday cannot possibly eat a main course at lunch, and the result is a wasted lunch.

At the end of the school day these children are hungry. Some are fortunate and go home to a reasonable high tea or supper. Others less fortunate have a snack around the "telly". Some have little or nothing, and the next morning snack could be the mid-morning biscuit or bun like following day.

While no farmer or race-horse

owner would subject his animals to this haphazard form of feeding, many children are not given adequate balanced meals at suitable intervals. Obviously no such owner could afford not to feed his animals correctly, but there are children who are too hungry and tired to benefit from the educational system.

What can be done about this? Propaganda might encourage parents to see that children have some form of breakfast before leaving home. But many working parents have to leave children to get themselves off to school—and even when the mother is there to provide for them, with many pupils the "dona thing" is to go without breakfast.

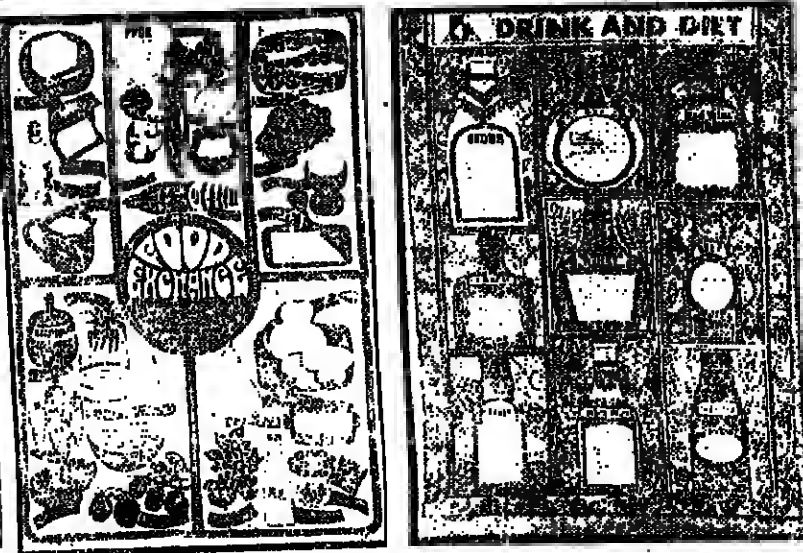
The obvious answer could be for schools to provide a snack before lessons start, and not at around 11. This could easily be done where there is a school kitchen. Alternatively, this pre-school snack could be relegated to the tuck shop—particularly if such foods as cheese, crisps, nuts and fruit were sold. Having eaten just before school, most children would not need anything further until midday.

A survey undertaken by a

Birmingham comprehensive school showed that approximately 11 per cent of pupils never had breakfast; just over 50 per cent had a snack consisting of biscuits, toast or cake; only a third had a traditional breakfast. A sample of 210 pupils was asked whether they would like to buy a hot drink and snack before school; over 55 per cent said they would, irrespective of whether they had breakfast at home or not. Similar results were obtained in another survey.

It would seem therefore that there might be a steady demand for some type of snack breakfast at school, if this could be provided. In some special schools, breakfasts are provided through the school meals service, so an extension of this type of service to other schools might be possible.

But is this really the answer? Or would it effect a remedy without dealing with the cause?



## The diabetic at school

The British Diabetic Association produces a number of attractive aids to diabetes, among them the playing cards and tea towels shown above. The cards, giving carbohydrate, calorie, fat and killojoule values for various foods, lend themselves to a form of "Snap" and other games, and cost 50p; the tea towels (75p each) give the same sort of information for food and drink respectively. Cookery books, stationery, posters, etc. are also available, some of which it is suggested might be suitable for the home economics teacher. School kitchens, too, might find them useful. They can be obtained from the Association at 46 Alfred Place, London WC1E 7EE.

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## Silver service

School meals make a profit in the US, writes Andrée Brooks.

Len Frederick of Las Vegas, Nevada, has just been awarded the American food industry's 1975 Silver Plate Award for his achievement in turning the town's school lunch programme into a financial and popular success in two years.

By imitating the brass blimblacks, eye-catching posters and inviting menus of fast food franchises, he quickly tempted teenagers away from the flash eating houses across the street and back into their own school cafeterias, where he offered them almost identical menus set out in the same way—but with a fundamental plus: the lunches were more nutritious, fulfilling all government requirements for a completely balanced school meal, but costing less than half the price.

Standard fare are big hamburgers, chicken, french fries (fortified with vitamins), mixed salad and a highly nutritious milk shake (milk



"1975 Food Service Operator of the Year."

shakes appealed where plain milk did not). Other attractions are fried chicken combos, pizza combos, and a variety of sandwich combos under such names as the Nevada, Big Tex-N, Big Western and Big Virginian.

The children love them, and plate waste has been eliminated. Increased volume has actually lowered unit cost so that the school lunch budget, so long in the red, has recently started to show a substantial profit. This has allowed a reduction in the price of school lunches in Las Vegas which, in turn, has further increased profits, as more children are attracted. So with a further large surplus Mr Frederick could increase cafeteria staff salaries and replace outdated catering machinery, which has again increased productivity.

An added benefit, Mr Frederick explains, is that discrimination is eliminated. A needy student now has a choice of 16 different "combos" every day, and can no longer be identified by the Type A "plus" used the day which used to be the only meal his free ticket would buy.

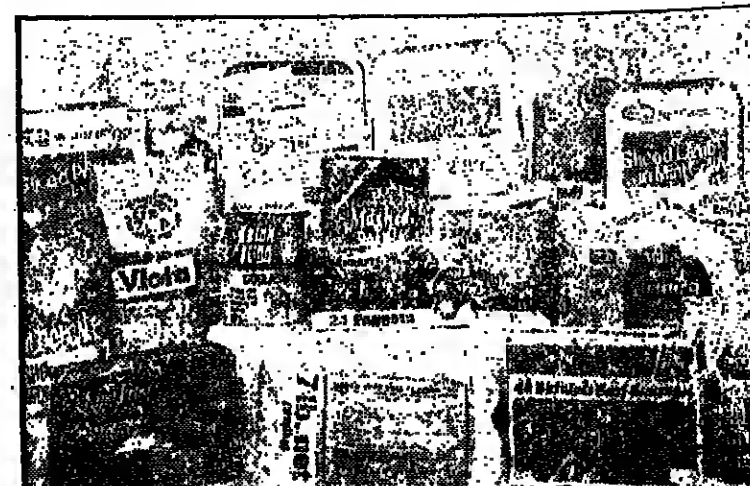
Many inquiries about the new-style lunches have flooded in from other school districts in the United States.

## Good and easy

Convenience foods. By Janice Ryley, Krystyna Kleszko and George Glew.

The term "convenience food" describes products in which part of the preparation or cooking processes have taken place before purchase by the consumer. Many canned, frozen, dehydrated, ready-to-eat products and mixes fall into this category. The reason behind the popularity of convenience foods is usually lack of space or lack of skilled staff. Competitive costs, quality, variety or acceptability are not given as reasons because there is insufficient evidence to support this case at the moment. Consideration of factors such as the percentage of convenience foods in the diet, space and equipment allowances and labour requirements to minimize costs, must also be included.

Although cost is always of great importance to the school caterer, variety, quality and nutritional standards rank equally high. The imaginative school caterer can produce a wide variety of low cost meals from conventional sources. Manufacturers' products must appeal to different markets, thereby limiting the variety for caterers with low budgets; if schools showed more willingness to buy, manufacturers would be more likely to increase the range of products to suit that market. Some single main items are produced by persons in different manufacturers, variety in the category is faced with a bewildering choice. This is a difficulty intrinsic in the concept of convenience foods.



Examples of convenience foods available to caterers.

The quality of a convenience food is often noticeably different from its freshly prepared counterpart. At the moment the traditionally prepared product is the "norm" against which manufactured products are assessed. Children's standards are largely determined by the type of food they eat at home. Manufacturers' products may sometimes be closer to the children's "norm" than the traditionally prepared school meal. However, it must not be assumed there are no difficulties about quality. Some manufacturers' products are "acceptable but different" from conventionally prepared foods. Children like instant desserts which are quite different from traditionally made products because of the use of gelling agents not normally available to caterers. Pasta products—both mixes and frozen—are low in fat relative to traditionally prepared products and are not highly regarded by school caterers.

On the nutritional front, a few manufacturers can produce highly detailed data on the nutrient content of their convenience foods for caterers.

George Glew is director of the Research Unit, Food Science, Catering (Food Science), University of Leeds. Janice Ryley and Krystyna Kleszko are among the senior staff of the unit.



Not all are so lucky. Many working parents have to leave children to get themselves off to school.

## Priming the pump

A review of its policy on research, education and information in the British Nutrition Foundation's Bulletin No 15, published in September, states that its support for research will be redirected towards "pump priming" projects, while its activities in the other two fields will be expanded. Other articles are concerned with novel protein foods, nutritional labelling, various food additives and the use of flourishes for food protection.

The Foundation's second conference, "People and Food Tomorrow", is to be held at Churchill College, Cambridge, from April 1 to 4, 1976. One of the subjects under discussion

will be the need to change food habits in response to physical and economic constraints on our food supply.

From January the Bulletin will no longer be free, with certain exceptions; there will be an annual charge of £3, including postage, or £1 a copy.

## Science and technology

We have been asked to state that the author of the article contributed by David Banner on the Schools Council Integrated Science Project in the issue of October 10, "Priming the seedcorn", was Mike Lyth.



# Where tradition still applies

Snacks are not successful in Grampian, writes Angela Hewitt; the young still prefer their soup, meat and pudding.

The Grampian Region extends over 3,200 square miles, and in its 340 or so schools, 45,000 meals are served to pupils each day. The organizational hub of the complex catering service which encompasses this culinary feat is to be found at Woodhill House, the new regional headquarters on the outskirts of Aberdeen. Here, Miss Joan L. Brown, chief school catering officer, and nine administrative staff occupy a relatively small area in the huge open-plan office designed to the education department.

For deputy, Mrs Joyce Hogg, who looks after the Aberdeen district, has an office elsewhere in the city, and three assistant catering officers share responsibility for the other four districts of the region. There are also seven area supervisors, whose job it is to patrol the schools, visiting the kitchens and training the staff. There are at present just over 180 kitchens.

The basic aim of the school meals service in the region is still to provide children with a balanced mid-day meal. Essentially, the meal consists either of soup and a meat course, or a meat course and a pudding, though there is nothing to prevent pupils having three courses if three are on offer. In the primary schools there is not usually a choice of menu, but in most secondary schools there is. Options like fruit, juices, milk, fresh fruit and cheese and biscuits are often provided.

Not all children, and certainly not all teenagers are willing to eat a mid-day meal. There is no doubt

that in Aberdeen City or least many private snack counters in bakers' shops. But it appears that most of those who stay in school prefer a "traditional meal". Recent experiments in providing lunches of the snack variety had not proved successful.

By contrast, a highly successful "coffee break" service operates in about a dozen secondary schools, and this is likely to be extended. During the morning break, pupils can go to the dining room and buy tea, coffee or milk and light refreshments, such as morning rolls and biscuits. It is up to the headteacher whether this facility is open to senior pupils only, or to all pupils. The system was in operation in a number of schools in Aberdeenshire, where Miss Brown was school catering officer until the reorganization of local government in May. It has since been introduced to several other schools in the region. Pupils appreciate the chance to spend their break in a comfortable and civilized fashion.

The mid-day meal will presumably remain of central importance to the work of the school meals service, but Miss Brown says that future developments will mean different kinds of provision at different times of day. Already, the service caters for numerous special functions held in the schools, including meetings organized by outside bodies, and in-service courses or summer camps arranged by the education department in some schools opened recently where other than pupils and teachers can obtain refreshments during the day as well as in the evening. The trend is towards developing a form of restaurant ser-



A fishing village in Banffshire, now part of the new Grampian region.

vice, and it is not for nothing that the organizers are now known as catering officers.

A variety of catering commitments does, however, depend on the existence of kitchens in the schools, and for various reasons many schools in the region do not have kitchens. Miss Brown maintains that a kitchen capable of producing 100 meals is the smallest viable unit. In rural areas children in small schools eat mid-day meals prepared in the nearest suitable kitchen and transported by van. As it happens, a substantial number of schools in Aberdeen do not have their own kitchens either, and are supplied by vans playing from central kitchens or kitchens in other schools. Miss Brown and Mrs Hogg acknowledge that the system is less than ideal in the city, and are anxious to see more kitchens in operation. Seven

more should be in use within a year, each of them serving a single establishment.

In the planning of new kitchens and in the refurbishing of existing ones, Miss Brown and her staff play a major role. There is no question of taking over facilities they had no part in planning. They work with the architects in working out the design and layout of kitchens, and also choose and order all equipment. She mentions with satisfaction the successful operation of a "hot service" system used in new schools, and would like to see it extended. Instead of all pupils taking the children to a canteen table, and a canteen server then taking the food to the pupils, the system involves a canteen server taking the food to the pupils, and a canteen server then taking the food to the pupils.

Miss Brown sees the school meals service as an integral part of the education service and believes it has an educational and social function in the life of a school. The principles on which the service operates in Grampian are that the

children have the right to nutrition and appetizing food, adequately served, and that meal times should be enjoyable and pleasant occasions at which the social group may be developed. The attitudes of teachers and other staff are most important here, she feels. Many recall the opportunities and help made the school lunch a focal point in the social organization of the school.

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## How much for the dustman?

Leeds University investigation is going on into food waste in schools. Janice Ryley and Sandra Daniels, catering research unit, Procter Department (Food Science), report.

All catering services incur some food refuse, but the amount removed depends on the way the food is prepared, cooked, served and eaten. The Leeds University investigation is going on into food waste in schools. Janice Ryley and Sandra Daniels, catering research unit, Procter Department (Food Science), report.

The City of Liverpool (1974) reported on average plate waste figure of 1.54 ozs a meal for traditionally prepared meals reducing to 2.2 ozs for its cook-freeze system. The survey involved 12 schools and a canteen suffered on the cook-freeze system. The City of Liverpool (1974) reported on average plate waste figure of 1.54 ozs a meal for traditionally prepared meals reducing to 2.2 ozs for its cook-freeze system. The survey involved 12 schools and a canteen suffered on the cook-freeze system.

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### PRIMARY Deputy Headships continued from page 36

**DOUGLAS**  
EDUCATION COMMITTEE  
BENTLEY JUNIOR SCHOOL  
1st Deputy Headship  
Required for Easter, 1976.  
Applicants should be qualified teachers with a minimum of 10 years' experience in primary schools. Applications should be sent to the Education Committee, Douglas, by 15th November 1975.

**DORSET**  
JUNIOR SCHOOL  
1st Deputy Headship  
Required for Easter, 1976.  
Applicants should be qualified teachers with a minimum of 10 years' experience in primary schools. Applications should be sent to the Education Committee, Dorset, by 15th November 1975.

**GLoucestershire**  
DEPUTY HEAD TEACHER  
Required for Easter, 1976.  
Applicants should be qualified teachers with a minimum of 10 years' experience in primary schools. Applications should be sent to the Education Committee, Gloucestershire, by 15th November 1975.

**GLoucestershire**  
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### LEICESTERSHIRE

**LAUNCE INFANT SCHOOL**  
1st Deputy Headship  
Required for Easter, 1976.  
Applicants should be qualified teachers with a minimum of 10 years' experience in primary schools. Applications should be sent to the Education Committee, Leicestershire, by 15th November 1975.

**LAUNCE INFANT SCHOOL**  
1st Deputy Headship  
Required for Easter, 1976.  
Applicants should be qualified teachers with a minimum of 10 years' experience in primary schools. Applications should be sent to the Education Committee, Leicestershire, by 15th November 1975.

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1st Deputy Headship  
Required for Easter, 1976.  
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## ULSTER

THE NEW UNIVERSITY

Institute of Continuing Education  
Magee University College, Londonderry

### RESEARCH ASSISTANT Adult Literacy Project

Applications are invited for a post as Research Assistant on the Adult Literacy Project in Northern Ireland. The aim of the Project is to examine adult literacy provision in the Province over the next 2-3 years.

Candidate should have a good Honours degree or equivalent in Education, Psychology, Social Administration or a related subject.

The post is for two years in the first instance with the possibility of an extension for a third year and is under the direction of Dr. E. M. Downey.

Salary (with FSSU/US8): £2,370 x 204 (21)—£2,778 per annum.

Further particulars may be obtained from the Registrar, The New University of Ulster, Coleraine, Northern Ireland (quoting ref. 75/104) to whom applications, including the names and addresses of three referees, should be sent not later than 31st December, 1975.

## DURHAM COUNTY COUNCIL

Education Department

### BP FELLOWSHIP IN COMPUTER EDUCATION DURHAM TECHNICAL COLLEGE

Applications are invited from qualified

## Teachers

with good graduate qualifications and considerable experience in the field of computer education, together with significant first-hand knowledge of computing systems. Involvement in the development of educational software material for use in schools would be an important advantage.

The Fellowship, tenable for three years, would be initiated at the second incremental point of the Lecturer Grade II Burnham Technical Scale, and the successful applicant would work in a liaison capacity co-ordinating the work of schools with the two computer centres in the County.

Application forms and further particulars may be obtained, on receipt of a stamped addressed envelope, from the Principal, Durham Technical College, Framwellgate Moor, Durham DH1 6ES, to whom completed applications should be returned by 20th November, 1975.

## ST. MARY'S COLLEGE

Strettery Hill, Twickenham

### Lectureship in History

Graduates required to commence in May, 1976, or earlier if possible, in this Roman Catholic College of Education. Two persons appointed will specialise in British and European history in the nineteenth century but willingness to assist in work outside this field of special interest will also be necessary as the department is now engaged in introducing courses for the new B.Ed., B.A., and S.1 Honours degrees. An ability, based on sound professional training of teachers is an essential qualification for the post and applications from candidates with good teaching experience in urban comprehensive schools will be particularly welcome.

Full particulars of the post are available from The Principal, The Very Reverend P. Griffin, C.M., St. Mary's College of Education, Strettery Hill, Twickenham, Middlesex, to whom all applications should be addressed accompanied by copies of two recent testimonials and the names of two referees.

The salary will be in accordance with Petnam Scales plus London allowance.

Closing date for receipt of applications will be 30th November, 1975.

## Derby College of Art and Technology



### HEAD OF DIVISION

of Graphic Design and Printing.  
(Principal Lecturer)

### LECTURER GRADE II

in Complementary Studies with  
special interest in

Film Studies

Salary scales: Principal Lecturer: £5,940-£6,642 p.a.  
Lecturer Grade II: £3,278-£5,493 p.a.

Application forms and further details may be obtained from The Principal, Derby College of Art and Technology, Kedleston Road, Derby, DE3 1BB, to whom they should be returned by Monday, 1st December, 1975.

## COLLEGES OF FURTHER EDUCATION

continued

### WIRRAL

Metropolitan Council of Wirral  
Metropolitan College of Further Education  
Telephone 051 257 4331

### LECTURER I in HUMANITIES

Applications are invited for a post as Lecturer I in Humanities in the Department of Continuing Education, Wirral Metropolitan College of Further Education, Wirral, Merseyside. The post is for two years in the first instance with the possibility of an extension for a third year and is under the direction of Dr. E. M. Downey.

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## Colleges and Departments of Art

Education Department

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## Polytechnics

continued

### LONDON, W.1

THE POLYTECHNIC OF CENTRAL LONDON

Department of Education and Business Studies

Part-time Lecturers

Applications are invited for the following subjects:

1. Business Studies (BSc)

2. Economics (BSc)

3. Finance (BSc)

4. Marketing (BSc)

5. Statistics (BSc)

6. Taxation (BSc)

7. Trade Law (BSc)

8. Transport Studies (BSc)

9. Urban Studies (BSc)

10. Visual Arts (BSc)

11. Writing for the Media (BSc)

12. Youth Studies (BSc)

13. Zootecology (BSc)

14. Zoology (BSc)

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CORPORATION**















